Co-teaching

to support all students

South Bend Community School Corporation
August 18 & 19, 2010
Agenda for the day…

- Creating shared terminology
  - Inclusion
  - Co-teaching
- Exploring six co-teaching approaches
- Exploring instructional essentials
- Developing a co-teaching team
- Sharing tools
- Reflecting and looking to the future

General Education Classroom

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Why…

- Increased inclusion of students with IEPs
- Increased diversity among the student body
- Research studies and benefits
  - for students with IEPs (Johnston, et al., 2000; Dieker, 2001; Morocco & Aguilar, 2002)
  - for general education students (Dieker & Murawski, 2003; Hunt et al., 2003)
  - for gifted students (Gerber & Popp, 2000)
Inclusion IS...

A belief system that embraces everyone and makes a commitment to provide each person in the community with the right to belong.

In schools, it is the operationalization of the right to a FAPE in the LRE.
Characteristics include…

- Supports and services in the LRE
  - Appropriate accommodations and/or modifications
- Expectations for growth in the standards
- Natural proportions when assigning students with IEPs to classrooms
- Ownership for student learning
- Accountability for student learning
- Students with IEPs participating fully with typical peers in the general education environment
Principles of Inclusion

- Accessibility
- Normalization
- Interdependence
- Diversity
- Natural proportions
- Participation with accommodations or modifications
Inclusion IS NOT...

- Students with IEPs without services
- General education students without services
- Watering down the curriculum
- Students with IEPs being “self-contained” within a general education classroom
- A full time paraeducator in a general education classroom
Co-teaching IS…

A service delivery model in inclusive schools whereby two or more teachers are delivering substantive instruction to a diverse and blended group of students in a single classroom.

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Characteristics include…

- A unique blending of educational expertise
- A general educator and a special educator jointly instructing
- Implemented in a diverse general education classroom

Collaboration in ACTION
Co-teaching IS NOT…

- Consultation services
- Supported instruction
- Grade level teaming
- Implemented on a part-time basis
- Implemented by a teacher and a paraeducator
- Just about students with IEPs
For this to work, we must...

- Be clear on roles and responsibilities of special education providers
- Determine staffing configurations for effectiveness
- Ensure effective communication systems among teachers and throughout the building
Roles and Responsibilities

Certified Staff
- Consultation and collaboration
- Instruction
  - Lesson-planning
  - Co-teaching
- Accommodations
  - Appropriate
- Assessment
  - In the standards
- Implement behavior plans

Non-Certified staff
- Instructional assistance
- Accommodations
- Modifications
- Small group accommodations and/or reinforcement activities
- Data collection
- Follow behavior plans
- Physical assistance
  - Positioning
  - Mobility
  - Toileting

Certified and licensed teachers co-teach
Paraeducators support co-teaching

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Co-teaching models...

- Teaching and Observing
- Station teaching
- Parallel teaching
- Alternative teaching
- Teaming
- Teaching and Assisting

Adapted from Friend and Cook

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Teaching and Observing

One teaches
One observes

Both are *ACTIVE*

**Teaching:**
- Deliver instruction
  - Whole group
  - Individual
  - Cooperative groups
  - Any arrangement

**Observing:**
- Systematically collecting data
  - Academic and/or behavioral
  - Both agree on what and how to collect

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Classroom configuration…
e.g.,

- Enrico’s daily work has been slipping lately; homework has not been complete for the last two weeks; he has been “cutting up” in class

Questions for observation:
- What behaviors is he demonstrating?
- Who is he attending to instead of the content of the lesson?
- What does he do during independent work time?
Station teaching

- Lower teacher / student ratio to one-third or one-fourth of the class
  - Heterogeneous grouping of students
- Divide the content
  - Equal value to the unit
  - Not hierarchical
- Each plans and implements portion
- Students move among stations
  - Three or four stations optimal
Classroom configuration…

teaching

cooperative learning or independent practice

anchoring or extension

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SS 7.3.12 Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia and the Southwest Pacific

- T1: Guided discussion of content in text
- T2: Complete semantic feature analysis grid of relevant characteristics in the selected countries
- CLGs: Each group completes a different assigned population map
- A/E: Continue with social studies log

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Parallel teaching

- Lowers teacher / student ratio to half the class
  - Heterogeneous grouping of students
- Both teach same content

After initial instruction
- or -
initial instruction if both are HQ
Classroom configuration...
e.g., high school

**Alg 1.9.6** Distinguish between inductive and deductive reasoning, identifying and providing examples of each.

- After initial instruction: Using a variety of examples, both teachers engage students.
- A repertoire of examples are at hand for additional exploration.
- Students create their own examples and share with each other.
Alternative teaching

- One teaches majority of students

- One teaches flexible small group
  - pre-teach
  - re-teach
  - supplement
  - enrich instruction
Classroom configuration...
e.g., intermediate school

*ELA 6.2.2* Analyze text that uses a compare-and-contrast organizational pattern

- **T1:** With large group, read text between 850 and 1050 lexiles; complete a Venn Diagram

- **T2:** With small group, read text between 600 and 700 lexiles; complete a Venn Diagram

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Teaming

- Plan together
- Teach together
- Mesh teaching styles
  - Same or complementary

Pure co-teaching

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Classroom configuration…
e.g., intermediate school

**SCI 5.1.2** Begin to evaluate the validity of claims based on the amount and quality of the evidence cited

- **GENED T:** Introduces unit of study
- **SPCED T:** Charts similarities and differences on graphic organizer (on overhead) modeling student note-taking
Teaching and Assisting

- One teaches
- One assists

Both are ACTIVE and interchange roles

### Teaching:
- Deliver instruction
  - Whole group
  - Individual
  - Cooperative groups
  - Any arrangement

### Assisting:
- Scan and move around the room to assist students
- Academic and/or behavioral supports

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Classroom configuration…
e.g.,

- New unit of study with complicated terminology
  - GENED T: whole group instruction
  - SPCED T: note-taking and clarification

- Study skills to approach new content
  - SPCED T: whole group instruction
  - GENED T: use of graphic organizer
Evidence-based instructional strategies
Evidence-based Practices

Educational practices/instructional strategies supported by relevant scientific research studies

IDEA Partnership RTI Glossary
Evidence-based Practices in Education

- To increase student learning
  - To ensure students receive the highest quality instruction
  - To support students in making more progress in shorter amounts of time

- To increase teacher effectiveness
  - To meet needs of diverse learners
  - To implement appropriate strategies = higher demonstration of student achievement
• Name one strategy you now use that results in 80% or more of your students demonstrating mastery of a state standard indicator.

• Tell how and where you learned to implement this particular strategy.

• Indicate the length of time you have used and continued to refine use of this strategy.
Selected EBPs

LITERACY
NUMERACY
BEHAVIOR
Literacy
Achieving Literacy

- Hearing and discriminating sounds and sound positions
- Understanding of sounds and alphabetic representations
- Building background knowledge and vocabulary
- Developing fluency with text
- Monitoring comprehension
- Having a purpose for reading
Supporting literacy skills acquisition

- **Learning to Read (K-3)**
  - Direct instruction and practice

- **Transitioning from Learning to Read to Reading to Learn (4-5)**
  - Direct instruction, practice, modeling, and embedded comprehension strategies

- **Reading to Learn (6-12)**
  - Modeling and embedded comprehension strategies
Learning to Read (K-3 and 4-5)

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Motivation
Direct instruction and practice

- Model concept / skill
  - Whole class
  - Small group
  - Individually

- Student practice
  - With guidance (modeling as needed)
  - Together with other students chorally
  - Independently

- Demonstration of mastery

Guiding to mastery; NOT enabling
Modeling and embedded comprehension strategies

- Model reading comprehension instruction within each content area
  - Organization of unit
  - Clear explanation of new concepts
- Model word identification, visual imagery, self-questioning, paraphrasing
- Teach and use graphic organizers matched to expected learner outcomes
Phonemic Awareness

- **IS NOT** phonics
- **IS** auditory and discriminatory
- **DOES NOT** involve letters or words in print
Phonemic Awareness EBP

- Repeat rhyming songs and poems
- Read aloud books that focus on sounds, rhyming, and alliteration
- Repeat simple poems substituting initial sounds (“Humpty Dumpty” becomes “Lumpty Gumpty”)
- Encourage repetition and creation of tongue twisters
- Use activities focused on onomatopoeia
Phonics

Understanding that there is a predictable relationship between phonemes and graphemes

/k/ /a/ /t/ = cat
dog = /d/ /o/ /g/
Phonics EBP

- Plan and instruct in a systematic manner
  - 1-1 relationships first

- Provide explicit instruction, practice, and reinforcement
  - Words, parts of words, in text

- Balance oral and written activities
  - Include kinesthetic

- Apply phonics to age-, developmental, and grade-level appropriate text
Fluency

- Instruction begins when students can read connected text with 90% or better accuracy (usually by the middle of first grade).

If a student misses more than 10% of the words in a passage, the material is too difficult to use for fluency instruction.
Fluency EBP

- Teacher modeling of fluency
- Repeated reading of materials
  - Individual, small group, Readers’ Theatre
- Regular practice
  - Short amounts of text and in short intervals
- Corrective feedback
- Student goal-setting
- Graphing or charting progress with student
Vocabulary

Choosing words for vocabulary acquisition

- Basic, high frequency words
  - Sight words; words that cross content areas

- Extremely low frequency words
  - Specific applications – content areas

- Sophisticated words
  - Used by informed language users in a variety of areas and situations
Vocabulary EBP

For early childhood

- Read a story
- Contextualize the word
- Children say word
- Student-friendly explanation
- Word in other contexts
- Children interact with word
- Children say word

International Reading Association; US DOE
Vocabulary EBP

For primary students
- Questions, reasons and examples
- Making choices
- Relating words
- Relating words in context
- Same format repeated with unlike words
- Children’s examples
- Word jars or student created dictionaries

International Reading Association; US DOE
### Comprehension EBP

- **Explicit, direct instruction**
  - Direct explanation
  - Modeling
  - Guided practice
  - Application

- **Use of cooperative learning processes**
  - As partners or in small groups with clearly defined tasks

- **Attending to higher order thinking skills**
  - Asking questions about the text
  - Summarizing parts of the text
  - Clarifying words not understood
  - Predicting what might occur next

*Reading First US DOE*
Motivation

- Shifts over time
- Children’s competence, beliefs, and values tend to decline across elementary years
- Extrinsic motivation tends to increase as does the focus on performance goals
- Competence and efficacy beliefs become more closely tied to indicators of performance over time

Eccles, 1998
Motivation EBP

- Learning and knowledge goals are student-created / led
- Real-world interactions and applications are evident
- Autonomy support; offer choice
- Interesting texts
- Strategy instruction; how, why, benefits
- Collaboration and discourse
- Praise and rewards
- Evaluation – corrective feedback
- Coherence of instructional processes

McKenna, 1995
# Reading to Learn (4-5 and 6-12)

**MS & HS SBRR indicates...**

<table>
<thead>
<tr>
<th>Comprehension instruction</th>
<th>Intensive writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedding in content</td>
<td>Use of technology</td>
</tr>
<tr>
<td>Self-directed learning</td>
<td>Ongoing formative assessment</td>
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<td>Collaborative learning</td>
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<tr>
<td>Strategic tutoring</td>
<td></td>
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<tr>
<td>Diversity in text</td>
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</tbody>
</table>
Direct, explicit comprehension instruction

- Describe, model, and give rationale
  - Summarizing
  - Identifying text structure
  - Using visual clues
  - Connecting to prior knowledge
  - Using graphic organizers

- Ensure much practice across wide range of text materials

NICHD 2000; Pressley 2000
Effective instructional principles embedded in content

- Use informational and content text in teaching comprehension strategies

- Provide reading comprehension instruction within each content area
  - Organization of unit
  - Clear explanation of new concepts

- Model word identification, visual imagery, self-questioning, paraphrasing

Alfassi 2004; Beck et al. 1996; Center for Research on Learning 2001
Motivation and self-directed learning

- Provide choice in materials
  - Independent reading time at independent reading level
  - Student selection of research topics
  - Student selection of writing topics

- Student-set literacy goals

- Teacher feedback on goals and progress

Cordova & Lepper; 1996; Reynolds & Symons 2001; Schunk 2003
Text-based collaborative learning

- Performing reading and writing tasks in with a partner or in a small group
- Teacher-set study guides, open-ended questions, etc.
- All learners benefit from cooperative learning (gened, spced, LEP)
- Across all content areas
- Improves comprehension and overall achievement

Strategic tutoring

- Teaching strategies that lead to independent reading
- Not just support in completing tasks
- Applied as needed
- Not necessarily a long-term intervention

Elbaum 2000; Gaffney et al. 2002; Hock et al. 2001; Staub & Lenz 2000
Diverse texts

- Access to and experience with a wide variety of texts
- Access to texts that appeal to student interest
- Increased numbers of available books
- Age-appropriate content at a variety of readability levels; for both struggling and advanced readers

Campbell et al. 1995; Dreher 2003; Ivey & Broaddus 2001; Guthrie et al. 2000; O’Connor et al., 2002; Schiefele 1999
Intensive writing

- Must be instructed
  - Clear objectives and expectations
  - Connected to real tasks and course content
  - Supported by high-level peer interactions

- Integrated as a measure of comprehension
  - Increases critical thinking
  - Improves comprehension

Tierney & Shanahan 1991; McCrindle & Christensen 1995; Britt & Aglinskas 2002; Hillocks 1984; Matsumura et al 2002; Shanahan 2004
Technology component

- Leverage instruction by using as a support
- Use for individual practice (not instruction)
- Select programs and software wisely
- Include multimedia text (mixing audio, animation, and text)

Ongoing formative assessment

- Informal
- Formal
- Must be linked to clear criteria
- Must provide feedback to students
- Measures both curricular goals and response to specific interventions
- Guides next steps in instruction

Boston 2002; William et al. 2004; Fuchs et al.; 1984
Numeracy
Supporting math skills acquisition

- **Number sense (k-8)**
  - Direct instruction
  - Varied practice opportunities

- **Basic math facts (k-4)**
  - Direct instruction
  - Rote practice with a variety of materials

- **Mathematics in use (k-12)**
  - Strategy explicit instruction
  - Strategy implicit instruction
Direct instruction (CRA)

- **Concrete** – “doing” by using concrete objects to model and work problems
- **Representational** – “seeing” by using picture or text objects to model and work problems
- **Abstract** – “symbolic” by using abstract symbols (x, y, ∞) to model and work problems
Direct instruction and rote practice

- Teach
- Model
- Sight recognition
  - Flash cards
  - Timed tests
  - Choral response
Strategy Explicit Instruction

Teacher Directed

- Explicit Teacher Modeling
- Building Meaningful Student Connections
- C-R-A Sequence of Instruction
- Manipulatives

Student Directed

- Strategy Learning
- Scaffolding Instruction
- Teach Big Ideas
- Structured Language Experiences
- Authentic Context
- Cooperative Learning
- Peer Tutoring
- Planned Discovery Experiences
- Self-monitoring Practice

Allsopp, & Kyger, 2000
Strategy Implicit Instruction

- Explanation
- Modeling
- Reminders to use strategy/procedure
- Step-by-step prompting
- Reciprocal dialogue
- Teacher questioning
- Provision of necessary assistance

Maccini & Hughes, Mercer & Miller, Mastropieiri & Scruggs
D I S C O V E R

D i s c o v e r t h e s i g n

R E A D

R e a d t h e p r o b l e m

A N S W E R o r D R A W

A n s w e r o r D R A W a c c e p t a b l e r e p r e s e n t a t i o n o f t h e p r o b l e m

W R I T E

W r i t e t h e a n s w e r a n d c h e c k.

M e r c e r & M i l l e r, 1992
STAR

- **Search the word problem**
  - Read the problem carefully
  - Ask yourself questions "What facts do I know? What do I need to find?"

- **Translate the words into an equation in picture form**
  - Choose a variable
  - Identify the operation(s)
  - Represent the problem with the Algebra Lab Gear (concrete application)
  - Draw a picture of the representation (semi-concrete application)
  - Write an algebraic equation (abstract application)

- **Answer the problem**

- **Review the solution**
  - Reread the problem
  - Ask question “Does the answer make sense? Why?"
  - Check answer

Maccini & Hughes, 2000
Behavior
Behavior is learned

- Identify
- Model
- Re-teach

Teach

Practice
- Realistic
- Purposeful
- Cross environments

Reinforce
- Physical
- Psychological

Perform
- Internalized
- Expected

- Inappropriate behavior
  - Skill deficit
  - Performance deficit

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Teach replacement behaviors.

- Lack of knowledge of appropriate behavior
- Lack of practice and reinforcement
- Presence of emotional interference in display of behavior
Consequences are applied after a child has internalized and successfully demonstrated the appropriate behavior for the environment/event.
Co-teaching relationships

Dependent on

- Personal preferences when working with another
- Skills in communication
- Skills in collaboration
- Willingness to be flexible in teaching style and classroom management strategies
Co-teaching relationships

Dependent on

- Personal preferences when working with another
- Skills in communication
- Skills in collaboration
- Willingness to be flexible in teaching style and classroom management strategies
Co-teaching relationships

Commitment to the process and to the students is essential if co-teaching is to be successful.
Co-teaching relationships

- Personal strengths and contributions to the co-teaching effort
- Building an effective co-teaching relationship
5 stages of TEAM development

- Forming
- Storming
- Norming
- Performing
- Adjourning
Forming…

Because of
- Number or percentage of students with IEPs in a particular classroom
- Level of support and services needs of students with IEPs in a particular classroom

May occur
- All day
- Specific periods of the day
- Specific content areas
Storming…

- Individual strengths and preferences
- Individual communication styles
- What do I bring to the co-teaching team?
- How do we support each other to ensure we are effective in our purpose?
- How do we deal with possible conflicts along the way?
Good communication can not guarantee success.

*However,*

poor communication can guarantee failure.
**Thinker**

**General traits**
- Data-based
- Rational
- Thorough
- Detail-oriented

**When communicating with…**
- Be logical
- Give details, data, facts
- Have interim check points
- Ensure understanding
- Give time to analyze and think through
- Plan ahead to share information

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General traits
- Intuitive
- Seeks excellence
- Helpful
- Looks at the big picture

When communicating with…
- Make fun and exciting
- Show the big picture
- Offer solutions
- Encourage creativity and participation
- Interact with others; become involved
- Consider idealistic views

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General traits

- Flexible
- Cooperative
- Likeable
- Non-assertive

When communicating with…

- Share ideas
- Show your own flexibility
- Do it over lunch or a cup of coffee
- Make it a win-win situation
- Give encouragement and direction
- Give tools and information
General traits

- Task-oriented
- Self-confident
- Competitive
- Quick to act

When communicating with…

- Stress bottom line and results
- Be direct and concise
- Timing is important; no delays
- Give challenge and deadlines
- Bring answers to problems
- Do not overload

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Value to the **Co-teaching TEAM**

- **T**hinker
  - Brings precision and organizational skills

- **E**nthusiast
  - Generates excitement

- **A**ssister
  - Provides depth and balance

- **M**over
  - Completes job despite obstacles

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What are our primary and secondary preferences?

Do we balance one another?

What implications are there for our work together?
Norming...

- Things
  - Agenda
  - Time schedule
  - Note-taking

- Classroom
  - Behavioral expectations
  - Instructional approaches

- Ideas
  - Decisions
  - Problem-solving
  - Conflict

- Self
  - Roles
  - Responsibilities
  - Commitment

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Performing…

Shared

- Goals
- Processes
- Responsibility
- Accountability
- Resources
- Reflection

= Parity

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Planning for parity…

- Philosophy and beliefs
- Parity signals
- Classroom routines / procedures
- Discipline = behavior change / consequences
- Negotiables and non-negotiables
- Reflection and feedback
Adjourning…

- When the task is complete
  - End of year
  - End of semester
  - End of unit of study

- Take the skills learned and honed to the next co-teaching experience with the same or other colleague
Consultation is...

a process by which information is shared from an expert* to one who needs the knowledge in order to move forward.

*expert – one with particular knowledge and/or set of skills
Collaboration is…

a process by which information is shared between two or among several professionals regarding a common issue; includes problem analysis and problem-solving.
Coaching is...

a process by which both the coach and the coachee engage in learner-focused conversations that improve professional practice and result in

- professional growth for the coachee;
- professional growth for the coach; and
- increased achievement for students, academically and/or behaviorally.

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Growing in the process…

- Self-reflection and goal-setting
- Formative supports
  - Walkthroughs
  - Observation and feedback
### Reasonable expectations…

<table>
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<th>Year 1</th>
<th>Teachers</th>
<th>Students</th>
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<td>Use of at least 3 approaches</td>
<td>At least 2 approaches at Revision</td>
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<th>Teachers</th>
<th>Students</th>
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</thead>
<tbody>
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<td></td>
<td>Use of at least 5 approaches</td>
<td>At least 2 approaches at Refinement; other 3 at Revision</td>
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</tbody>
</table>

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<th>Teachers</th>
<th>Students</th>
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<tbody>
<tr>
<td></td>
<td>Use of all 6 approaches</td>
<td>At least 3 approaches at Integration; 2 others at refinement; 1 at revision</td>
</tr>
</tbody>
</table>
Planning for co-teaching

Tools
Planning tools

- Deciding on co-teaching approach
- Planning tools for
  - Teaching and Observing
  - Station teaching
  - Parallel teaching
  - Alternative teaching
  - Teaming
  - Teaching and Assisting
“Alone, we can do so little. Together, we can do so much.”

Helen Keller
Planning a co-taught unit of study

- Parity issues
- Overview content
- Develop unit
- Develop lessons

Shared responsibility...

Unit / lesson development
Instruction
Assessment of student learning

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